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| **FIRST QUARTER** | | | | | | | |
| **Grade Level: SIXTH GRADE** | | | | | | | |
| **Essential Question:** | | | | | | | |
| **Text(s)** | **Reading** | | **Writing** | | **Speaking/Listening** | | **Language** |
| http://1.bp.blogspot.com/-J-YmaUO4ZbQ/TZ0CdD-2dWI/AAAAAAAAE9c/bzaSoU_IjOM/s1600/bookcover9.jpg  RESOURCES FOR USE THROUGHOUT THE YEAR:  http://www.unitsofstudy.com/images/UOSReading.jpg  http://www.unitsofstudy.com/images/covers/0325008701.jpg  http://di1-1.shoppingshadow.com/images/pi/87/8c/cf/2001173729-260x260-0-0_Book_Guiding_Readers_and_Writers_Teaching_Comprehe.jpg  http://ecx.images-amazon.com/images/I/51KEXYAD3JL._SL500_AA300_.jpg | **\*RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  **\*RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; ***provide a summary*** of the text distinct from personal opinions or judgments  **\*RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution  **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text  **RL.6.9** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics  **RL.6.10** Read and comprehend literature, including stories, dramas, poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the higher end of the range  **\*These standards are formally assessed during the quarter in which they are listed.** | | **\*W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant details and well-structured event sequences  **\*W.6.3a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically  **\*W.6.3b** Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters  **\*W.6.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another  **\*W.6.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events  **\*W.6.3e** Provide a conclusion that follows from the narrated experiences or events  **W.6.9** Draw evidence from informational texts to support analysis, reflection, and research. | | **SL.6.1** Engage effectively in a range of collaborative discussion with diverse partners on grade 6 topics, texts, and issues building on others ideas and expressing their own clearly  **SL.6.1a** Come to a discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion  **SL.6.1c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion  **SL.6.1d** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing | | **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  **L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening  **L.6.3b** Maintain consistency in style and tone  **L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies  **L.6.4a** Use context as a clue to the meaning of a word or phrase  **L.6.4c** Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech  **L.6.4d** Verify the preliminary determination of the meaning or the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary) |
| **SECOND QUARTER** | | | | | | | |
| **Grade Level: SIXTH GRADE** | | | | | | | |
| **Essential Question:** | | | | | | | |
| **Text(s)** | **Reading (Informational/**  **Literature)** | **Writing (Informational/ Expository – introduce Opinion)** | | **Speaking/Listening** | | **Language** | |
| [https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQCMEDskwTy5CazVB9bbod11isFd_ukv3UjDn4S55qnEiLbCqgqWg](http://www.google.com/imgres?hl=en&sa=X&biw=1280&bih=930&tbm=isch&prmd=imvnsb&tbnid=JNn-Toj0nefOhM:&imgrefurl=http://polynumber.blogspot.com/&docid=k7019p8bmM-gnM&imgurl=http://2.bp.blogspot.com/-mXK-um3v9yA/TbVxPmf8H2I/AAAAAAAAABk/FgRNZKABGTg/s1600/numberthestars.jpg&w=295&h=475&ei=c_JuUJukHaK02gWVr4CgDg&zoom=1&iact=hc&vpx=387&vpy=247&dur=2608&hovh=285&hovw=177&tx=91&ty=110&sig=100672006289970375143&page=1&tbnh=145&tbnw=89&start=0&ndsp=30&ved=1t:429,r:2,s:0,i:151)  World War II  http://ecx.images-amazon.com/images/I/51ZA519G8VL._SL500_AA300_.jpg  http://photo.goodreads.com/books/1309283761l/48846.jpg  RESOURCES FOR USE THROUGHOUT THE YEAR:  http://photo.goodreads.com/books/1328855515l/298427.jpg  http://i43.tower.com/images/mm101661962/nonfiction-craft-lessons-teaching-information-writing-k-8-joann-portalupi-paperback-cover-art.jpg  http://ecx.images-amazon.com/images/I/51hcRwvESfL._SL500_AA300_.jpg | **\*RI/RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  **\*RI/RL.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments  **\*RI/RL.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (through examples and anecdotes)  **RI/RL.6.4** Determine the meaning of words and phrases as they are used in a text. including figurative, connotative, and technical meanings  **RI/RL.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas  **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text  **RI.6.7** Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue  **RI.6.9** Compare and contrast one author’s presentation of events with that of another  **RI.6.10** Read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the higher end of the range | **\*W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content  **\*W.6.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, comparison/contrast. and cause/effect; include formatting, graphics,, and multimedia when useful to aiding comprehension  **\*W.6.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples  **\*W.6.2c** Use appropriate transitions to clarify the relationships among ideas and concepts  **\*W.6.2d** Use precise language and domain-specific vocabulary to inform about or explain a topic  **\*W.6.2e** Establish and maintain a formal style  **\*W.6.2f** Provide a concluding statement or section that follows from the information or explanation presented  **W.6.1** Write arguments to support claims with clear reasons and relevant evidence **(*Informally assess this standard throughout the quarter)***  **W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience  **W.6.5** With some guidance and support from peers and adults, develop and strengthen as needed through the writing process  **W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate  **W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information from sources  **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research | | **SL.6.1** Engage effectively in a range of collaborative discussion with diverse partners on grade 6 topics, texts, and issues building on others ideas and expressing their own clearly  **SL.6.1a** Come to a discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion  **SL.6.1c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion  **SL.6.1d** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing  **SL.6.2** Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study  **SL.6.3** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not  **SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciations  **SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | | **L.6.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements  **L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, and listening  **L.6.3a** Vary sentence patterns form meaning, reader/listener interest, and style  **L.6.4** Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content. choosing flexibly from a range of strategies  **L.6.4a** Use context as a clue to the meaning of a word or phrase  **L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word  **L.6.4c** Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify the precise meaning or its part of speech  **L.6.4d** Verify the preliminary determination of the meaning or the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary)  **L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression | |

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| **THIRD QUARTER** | | | | |
| **Grade Level: SIXTH GRADE** | | | | |
| **Essential Question:** | | | | |
| **Text(s)** | **Reading (Historical Fiction/Literary Analysis** | **Writing (Narrative/Opinion)** | **Speaking/Listening** | **Language** |
| [http://www.fromthemixedupfiles.com/wp-content/uploads/2012/07/curtis-cov.jpeg](http://www.google.com/url?sa=i&source=images&cd=&cad=rja&docid=eHkTUyxoH11ZHM&tbnid=2z62nSLTSewHnM:&ved=0CAgQjRwwAA&url=http://www.fromthemixedupfiles.com/2012/07/road-transformative-road-trip-reads-car-trip/curtis-cov/&ei=3M9uUeXuBOSMyQGT_YDoAw&psig=AFQjCNHHfziZkY1XaRZWgJ16s4rqCMZfRA&ust=1366303068114615) | **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments  **RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution  **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone  **\*RL.6.5** Analyze how a particular sentence, chapter, scene, chapter, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot  **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text  **\*RL.6.9** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics  **\*RI.6.9** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person.)  **\*RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported y reasons and evidence from claims that are not.  **RL.6.10** Read and comprehend literature, including stories, dramas, poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the higher end of the range | **W.6.3(a-e)** Write narratives to develop real or imagined experiences or events using effective technique, relevant details and well-structured event sequences  **\*W.6.1** Write arguments to support claims with clear reasons and relevant evidence  **\*W.6.1a** Introduce claim(s) and organize the reasons and evidence clearly  **\*W.6.1b** Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text  **\*W.6.1c** Use words, phrases, and clauses to clarify the relationships among claims and reasons  **\*W.6.1d** Establish and maintain a formal style  **\*W.6.1e** Provide a concluding statement or section that follows from the argument presented  **W.6.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas avoiding plagiarism and following a standard format for citation.  **W.6.9** Draw evidence from informational texts to support analysis, reflection, and research. | **SL.6.1** Engage effectively in a range of collaborative discussions, building on others’ ideas and expression their own clearly  **SL.6.1a** Come to discussion prepared, having read or studies required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion  **SL.6.1c** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion | **L.6.2a** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements  **L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, and listening  **L.6.3a** Vary sentence patterns form meaning, reader/listener interest, and style  **L.6.4** Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content. choosing flexibly from a range of strategies  **L.6.4a** Use context as a clue to the meaning of a word or phrase  **L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word  **L.6.4c** Consult reference materials, both print |

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| **FOURTH QUARTER** | | | | |
| **Grade Level: SIXTH GRADE** | | | | |
| **Essential Question:** | | | | |
| **Text(s)** | **Reading (Literature/Informational)** | **Writing (All Genres)** | **Speaking/Listening** | **Language** |
| The novel Wonder by R.J. Palacio encourages tweens to Choose Kind  \*\* Revisions will be made to this quarter after the teachers have completed teaching the unit. | **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments  **RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution  **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone  **\*RL.6.5** Analyze how a particular sentence, chapter, scene, chapter, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot  **\*RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text  **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments  **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (through examples and anecdotes)  **RI.6.4** Determine the meaning of words and phrases as they are used in a text. including figurative, connotative, and technical meanings  **RI.6.5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas  **RI.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text | **W.6.1** Write arguments to support claims with clear reasons and relevant evidence  **W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content  **W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant details and well-structured event sequences | **SL.6.1** Engage effectively in a range of collaborative discussion building on other’s ideas and expressing their own clearly  **SL.6.2** Come to discussion prepared, having read or studied required material; explicitly draw on that preparation be referring to evidence on the topic, text, or issue to probe and reflect on ideas | **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing  **L.6.4** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies  **L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings  **L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression |